

Third Grade Grammar Toolkit

PACS3.D.1.1.9 Produce simple sentences

- Ensure that students understand a sentence is a complete thought.
- Do a sorting game: Sentence vs. Not a Sentence
- Circle examples with colors—naming part and telling part
- Additional resources in binder

PACS3.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.

- Plan to devote at least one day to each part of speech
- Read aloud A Mink, a Fink, a Skating Rink and other parts of speech books by Brian P. Cleary
- Make flip books, posters, mobiles, etc. to define each part of speech
- Additional Resources in binder

PACS3.D.1.1.2 Form and use regular and irregular plurals

- Word sort mats—singular vs plural
- Name items around the classroom—change singular to plural and vice versa
- Additional Resources in binder

PACS3.D.1.1.3 Use abstract nouns

- Explore the concept that nouns can name ideas, such as *childhood, love, friendship, wisdom, peace, etc.* Abstract nouns cannot be observed with the five senses—you can't see them, hear them, taste them, smell them, or feel them.
- SMARTBOARD lesson:
<http://macmillanmh.com/ccssreading/imagineit/imagineit.html>
Part 6 Language; Concrete and Abstract Nouns
- Shared writing—generate lists of abstract nouns; use them to create a class story
- Additional resources in binder

PACS3.D.1.1.5 *Form and use simple verb tenses*

- Ensure that students are able to name the tense and use the tense correctly (past, present, and future)
- Task cards—change sentence to past, present, future
- Make flip books—one flap for present, one for past, one for future
- Verb tense video: <http://learnzillion.com/lessons/457-use-and-form-simple-verb-tenses>
- Additional resources in binder

PACS3.D.1.1.4 *Form and use regular and irregular verbs*

- Identify verbs that do not form the past tense by adding –ed, such as *run, go, do, begin*, etc.
- Look for verbs in their writing. Identify as regular or irregular; list on chart
- Additional resources in binder

PACS3.D.1.1.6 *Ensure subject-verb agreement*

- Add –s to most verbs if the subject is singular. Do not add –s if the subject is plural, or if the subject is I or you.
- Verify that subjects and verbs agree in their workshop writing.
- Sort examples and non-examples
- Additional resources in binder

PACS3.D.1.1.6 *Ensure pronoun-antecedent agreement*

- Identify pronouns and their antecedents. Pronouns must agree with the antecedent in number and gender.
- Verify p-a agreement in their workshop writing.
- Additional resources in binder

PACS3.D.1.2.3 *Use commas and quotation marks in dialogue*

- Put quotation marks around a person's exact words. Begin the person's words with a capital letter. Separate the quote from the rest of the sentence with a comma. End punctuation goes inside the quotation marks.
- Model using shared writing and interactive writing
- Apply skill in their own writing (personal narratives, realistic fiction)
- Edit quotation mark errors

PACS3.D.1.1.8 Use coordinating and subordinating conjunctions

- Coordinating conjunctions: FANBOYS--for, and, nor, but, or, yet, so
http://www.scholastic.com/teachers/classroom_solutions/2011/02/compound-sentences
- Subordinating conjunctions: AWhITEBUS--although, while, though, even if, because, until, since
- Schoolhouse Rock—Conjunction Junction
- Make fold-out book (see picture in binder)
- Additional resources and examples in binder

PACS3.D.1.1.9 Produce compound sentences

- A compound sentence consists of two complete thoughts. The two thoughts are joined with a comma and a conjunction.
- Shared writing
- Each partner writes a simple sentence; join them to make compound sentences.
- Additional resources in binder

PACS3.D.1.1.9 Produce complex sentences

- A complex sentence consists of a complete thought and one or more incomplete thoughts that are joined by subordinating conjunctions.
- Sentence stretching—change simple sentences to complex ones
- Identifying/adding complex sentences in their own writing
- Additional resources in binder

PACS3.D.1.2.4 Form and use possessives

- Singular possessive nouns—add an apostrophe and s to a singular noun. Plural possessive nouns—add just an apostrophe to the end of a plural noun that ends in s. Add apostrophe and s to a plural noun that does not end in s.
- Generate lists of possessive nouns; use them in shared writing
- Identify possessives in their own writing.
- Additional resource in binder

PACS3.D.2.1.1 Recognize and observe differences between formal and informal uses of English

- Make students aware of the differences in language choice when writing to a friend versus writing for a mature audience
- Model examples of formal and informal language
- Informational writing vs. narrative writing

PACS3.D.1.1.7 Form and use comparative and superlative adjectives and adverbs

- When comparing two things, add -er or more/less. When comparing three or more things, add -est or most/least. Identify irregulars: bad, worse, worst; good, better, best
- Identify comparatives/superlatives in their own writing
- List adjectives/adverbs in columns: word, comparative, superlative
- Additional resources in binder

PACS3E.1.2.2 Use commas in addresses in sentences

- When writing an address within a sentence, separate each part of the address with a comma (Belle Planet lives at 223 Center Street, Venus, New York 10001, but she is thinking of moving to Mars in order to be closer to her friend Jill.)
- Shared writing

PACS3.D.1.2.1 Underline titles of books in text and use quotation marks for short works in text

- Long works—underline; short works—quotation marks
- Modeling
- Shared writing